Sandbach School

Introduce:

Year 9 Religious Studies and Worldviews Depth

Intent: To embed an understanding of the beliefs, practices and philosophies that have transformed and shaped our world. Building on prior knowledge and strengthening the appreciation of different worldviews and having a meaningful impact on cultural capital. This includes looking at des to relationships and families as well as it's place in society Key Stage 2 Curriculum

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		HT1	H	HT2	НТ3		HT4		HT5	<u>HT6</u>	
	Religion in Britain & Non- religious worldviews.		Relationships Families Social Justice & Human Rights		Religion in Britain & Worldviews.		Relationships Families Social Justice & Human Rights			Crime and Punishmer AQA GCSE	
Why These modules? This unit is designed to give but engaging sample of wha like without teaching the co	t GCSE RS looks	Why These modules? This unit allows students to disc explore issues around sex, sexua different families from the persp	cuss and ality and pective of	but engaging sample o	give a knowledge rich	explore issue different fam	odules? ws students to discuss and s around sex, sexuality and liles from the perspective of	Students sh of the diver Great Brita	e modules? nould be aware that Christianity is one rse religious traditions and beliefs in iin today and that the main religious	Why These modules? Crime and Punishment builds on the studied in the breadth element of RE depth look at the aims and methods	. With a more

the exam.

It introduces the students to the history of the faiths studied and some of the core beliefs that can allow them to access the themes in greater depth.

It allows students to consider how these religious views contribute to approaches to current affairs such as attitudes to sexuality and the gap between the richest and poorest in our society.

Census date is used to breakdown misconceptions. Non religious world views are studied to recognise humanist perspectives.

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tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies.

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This links with the Locally agreed Syllabus

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Teaching this supports

The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate. GCSE - Christian beliefs & Practices

The value of human life **Comparative Concepts**

Teaching this supports the ability to think critically and analytically It will enrich the knowledge and understanding of religion on the world staae.

GCSE - Theme C Comparative concepts Medical Ethics AQA A level Philosophy

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Teaching this supports

- . Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- . Theme D: Religion, peace and conflict.
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This feeds from

What does it mean to be Muslim? What does it mean to be Christian? How do we live a good life?

Beliefs, human rights and social justice.

Philosophy of Religion How to live a good life.

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What does it mean to be Buddhist What does it mean to be Muslim

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Justice, Forgivene Retribution	ss and Medica	al Ethics	Justice, Forgiveness an Retribution	d Medical Ethics	Justice, Forgiveness and Retribution		
Why These modules? This unit is designed to build upon and develop students understanding of religion and ethics from years 7 & 8 and allows students to consider how these religious views contribute to approaches to the legal system. Students will also learn about how the legal system in the UK works and develop their Oracy skills to deliver a successful argument for or against the death penalty. Using religious perspectives to do so.	Why These modules? This unit allows students to discus explore issues around medical ethit the perspective of religions. They we the concept of reincarnation and hessence in the Dharmic faiths. We our understanding of the value of the faith to fertility treatments, organ donards.	ss and This u development of the color of th	These modules? unit is designed to build upon and lop students understanding of religion ethics from years 7 & 8 and allows ents to consider how these religious is contribute to approaches to the legal m. ents will also learn about how the legal m in the UK works and develop their y skills to deliver a successful argument of against the death penalty. Using ous perspectives to do so.	Why These modules? This unit allows students to discuss and explore issues around sex, sexuality and different families from the perspective of religions. They will look at the right to a religion and freedom of speech vs the right to equality and a family. They will then explore the Human Rights Laws	Why These modules? This unit is designed to build upon and develop students understanding of religion and ethics from years 7 & 8 and allows students to consider how these religious views contribute to approaches to the legal system. Students will also learn about how the legal system in the UK works and develop their Oracy skills to deliver a successful argument for or against the death penalty. Using religious perspectives to do so.		
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